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ABSTRACT

A study of the 1975 entering class of full-time freshmen at the State University of New York at Buffalo focused on the students' self-assessment of various abilities, attributes, and knowledge; 105 survey items were considered. The results were analyzed according to sex and admission program (regular or equal opportunity) and are presented in extensive tables and narrative analyses. (HSE)

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ED152196

college student perceptions

1975 FRESHMEN

EXPECTATIONS OF THE INFLUENCE OF UNIVERSITY EXPERIENCE ON PERSONAL, SOCIAL, AND INTELLECTUAL CHARACTERISTICS

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COLLEGE STUDENT PERCEPTIONS

1975 FRESHMEN

Expectations of the Influence of University Experience on Personal, Social, and Intellectual Characteristics

H. William Coles, III

Student Testing and Research
Division of Student Affairs
State University of New York at Buffalo
September, 1977

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FOREWORD

Student Testing and Research, of the Division of Student Affairs, State University of New York at Buffalo (SUNY/B), conducts research to evaluate the impact of SUNY/B on the personal, social, intellectual, and professional development of its students.[1] The primary source of such information is, of course, the students. Incoming freshmen are one of the groups that provides valuable information regarding their self-awareness, their perceptions of the importance of various aspects of their development, and the contribution they expect their college experience to make to their development - information necessary for any program or system evaluation, yet susceptible to distortion if collected at a later date. Descriptions of characteristics of entering freshmen are useful in identifying an important segment of the university population and in studying the contribution of their college experience to the various facets of their development.

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[1]A list of reports of this research, with a brief description of their contents, is available upon request from Student Testing and Research, 316 Harriman Library, Main St. campus, State University of New York at Buffalo, Buffalo, New York, 14214.

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CHAPTER I

METHOD

The population of the interest for this study is the group of 2,538[1] young women and men who entered the State University of New York at Buffalo (SUNY/B) as full-time freshmen in the Fall semester of 1975.

SAMPLE

All the incoming freshmen were invited to attend one of the eleven conferences of the 1975 Summer Orientation Program. Two conferences were conducted each week from June 25 to August 1, 1975; one from noon Sunday to 11:00 A.M. Tuesday, the other from noon Wednesday to 11:00 A.M. Friday. The program was planned to familiarize students with the facilities and services of the university, to help them plan their academic programs and register for courses in the Fall, and to provide opportunities for them to meet other students. A questionnaire was administered on the first day of each conference; 1,951 freshmen, 77 percent of the population, completed usable questionnaires and constitute the sample upon which this report is based.

The chi-square test shows that the distribution of the 1,951 students in the sample by admission group[2] and sex differed significantly from the admission group/sex distribution of the population, χ^2 (1) = 13.12, $p < .001$ (Table 1.1). Although similar proportions of women and men completed usable

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[1]An additional 141 students entered the university through the Hospital Nursing Program and did not attend the Summer Orientation Program.

[2]Students are admitted to the university either through the Educational Opportunity Program (EOP) or through regular admissions procedures. The Educational Opportunity Program was initiated in 1968 to give special educational opportunities to students with academic deficiencies related to social and economic conditions.

questionnaires (80 and 75 percent, respectively), proportionately more regular admissions students than EOP students did so (79 and 62 percent, respectively). A large portion of the incoming freshmen in the EOP program (38 percent) either did not attend an orientation program or did not attend the session in which the questionnaire was administered.

Table 1.1 Population and Sample: By Sex and Admission Group

ADMISSION GROUP	Population[a]						Sample					
	Women		Men		Total		Women		Men		Total	
	N	%[b]	N	%[b]	N	%[b]	N	%[c]	N	%[c]	N	%[c]
Regular Admissions (RA)	931	37	1299	51	2230	88	762	82	998	77	1760	79
Educational Opportunity Program (EOP)	144	6	164	6	308	12	98	68	93	57	191	62
TOTAL	1075	42	1463	58	2538	100	860	80	1091	75	1951	77

[a]Data on the population (the full-time freshmen entering SUNY/B in the Fall Semester of 1975) was provided by the Office of Admissions and Records at SUNY/B.

[b]This percent is the ratio of the number in each admission group/sex cell to the total population, e.g. men in the regular admissions program constitute 51 percent (1299/2538) of the population.

[c]This percent is the ratio of the number in each admission group/sex cell in the sample to the number in the corresponding cell in the population, e.g. 77 percent (998/1299) of the men in the regular admissions group are included in the sample.

QUESTIONNAIRE

The 1975 COLLEGE STUDENT PERCEPTIONS SURVEY (CSPS) consists of 295 multiple choice items. The present report is based on 105 of the items, those concerning 35 abilities, attributes, and areas of knowledge. For each the students (a) assessed themselves, (b) indicated the importance to them of possession, and (c) specified the degree to which they expected their college experience to contribute to their enhancement. A previous report of data from this survey dealt with major field choice, degree plans, educational expectations, and characteristics of expected careers.[1] Topics to be reported at a later date include high school experiences, family relationships, activities, interpersonal relations, problem areas, drug use, and career choice.

[1]Coles, H. William, III. *College Student Perceptions, 1975 Freshmen: Academic and Career Attitudes and Expectations*. Buffalo, N. Y.: Publications Services, 1976.

DATA ANALYSIS

Responses to each of the 105 items used from 1975 CSPS were examined using two-way analysis of variance techniques. Differences between (1) women's and men's responses, and (2) EOP and regular admissions students' responses were reported at the .01 level of confidence as were interaction effects between sex and admission group.

At least 95 percent of the sample responded to each item included in this study.

PRESENTATION OF DATA

Tables are included to provide information additional to that in the text. Data are presented in tables in three ways: frequencies, percentages, and means and standard deviations. Means of the response options are calculated by assigning the number 1 to the least positive response option, 2 to the next most positive, etc.

The following symbols and abbreviations are used in the tables:

Wn	Women
Mn	Men
EOP	Educational Opportunity Program
RA	Regular Admissions Programs
N	Number of cases
%	Percent of respondents
T	Total
$\bar{X}$	Mean
S.D.	Standard Deviation.

The terms "respondents," "freshmen," "students," and "sample" are used interchangeably and refer to the 1,951 students who completed the questionnaire.

In tables with mutually exculsive entries, some columns of percents may not add to 100 due to non-response and/or rounding error. The method of comparison employed and significant differences are reported in the tables.

Proportions, such as one-third and three-quarters, are used for simplicity and convenience. They are sometimes approximations, but, unless qualified, are always within two percent of the actual percent shown in the tables.

In each of the sections of the questionnaire with which this study is concerned, students were instructed to respond to each item using a designated response scale. When the information from these sections is reported in the study, the response options available to the students are noted in script; the words or phrases to which the students responded are noted by capitalization of the first letter in the first word of the statement. Frequently the words and phrases are presented in a list. When this is done, the words and phrases are listed in descending order of excellence, importance, or amount of contribution, unless qualified.

The freshmen's self-assessment of their abilities, attributes, and academic knowledge are discussed in Chapter II. Chapter III focuses on the importance to these students of possessing each of the characteristics. The expected contribution of the college experience to the enhancement of each of the students' abilities, attributes, and areas of knowledge is presented in Chapter IV. Chapter V examines the relationship among the self-ratings, the importance of possessing the characteristics, and the contribution of college. In each section of Chapters II, III, and IV, the responses of the total group of freshmen are first reported. Differences between women and men and between EOP and regular admissions students are then discussed. Finally, interaction effects, when present, are discussed.

CHAPTER II

SELF-ASSESSMENT OF VARIOUS ABILITIES, ATTRIBUTES, AND KNOWLEDGE

In the 1975 COLLEGE STUDENT PERCEPTIONS SURVEY (CSPS), administered to incoming freshmen, a list of 35 items was presented. The list included descriptions of personal, social, and intellectual abilities and attributes and five areas of academic knowledge (Table 2.1). For each of the characteristics, the students were asked to indicate: (1) their self-assessment; (2) the importance to them of possession; and (3) the degree to which they expected their college experience to contribute.

In this chapter, the students' self-assessment of their abilities, attributes, and knowledge is reported. Responses were made on a four-point scale; the options available were *poor, fair, good,* and *excellent.*

PERSONAL CHARACTERISTICS

At least half the freshmen assessed themselves as *good* or *excellent* relative to each of the personal abilities and attributes listed (Table 2.2). For seven of these characteristics, at least 80 percent of the students rated themselves as *good* or *excellent.* These were (in descending order) their:

Ability to cope with responsibility
Integrity-living by values you have defined and believe in
Self-knowledge (values and beliefs)
Ability to cope with competition
Self-knowledge (strengths and weaknesses)
Ability to cope with peer pressure
Ability to cope with sexual desire.

Seventy to seventy-five percent of the freshmen indicated that they considered themselves to be *good* or *excellent* in regard to six other abilities and attributes:

Table 2.1 List of Abilities, Attributes, and Areas of Knowledge

Personal

Self-confidence
Self-discipline
Self-knowledge (strengths and weaknesses)
Self-knowledge (values and beliefs)
Self-acceptance
Integrity - living by values you have defined and believe in
Ability to make decisions

ability to cope with:
Responsibility
Disappointment
Competition
Loneliness
Frustration
Anger
Sexual desire
Peer pressure
Fear
Failure

Social

ability to:
Relate well to others
Understand others' values/accept others' differences
Establish and maintain relationships that encourage the development and growth of each person
Establish and be comfortable with various degrees of intimacy and trust in relationships
Make and honor commitments to a long-term relationship

Intellectual

Open to new ideas and experiences

ability to:
Express ideas orally
Express ideas in writing
Apply knowledge to new situations
Critically analyze information
Integrate information into a meaningful concept
Recognize and accept complexity and ambiguity
Make commitments to ideas

Academic

knowledge about:
Business/industry/economics
Government/law/politics
Humanities (philosophy/art/music/literature/religion/history, etc.)
Natural Sciences (chemistry/physics/biology/math/astronomy, etc.)
Social Sciences (psychology/sociology/anthropology/education, etc.)

Ability to make decisions
Self-acceptance
Self-discipline
Ability to cope with fear
Ability to cope with disappointment
Self-confidence.

Students rated themselves lowest in their ability to cope with several aspects of adversity. Only a half to three-fifths of the freshmen rated themselves as *good* or *excellent* relative to the following abilities:

Ability to cope with anger
Ability to cope with loneliness
Ability to cope with failure
Ability to cope with frustration.

Sex

Women and men differed in their self-assessments for 11 of the 17 abilities and attributes. Men rated themselves higher on 10 of these 11 aspects:

Ability to cope with competition
Ability to make decisions
Self-acceptance
Ability to cope with fear
Ability to cope with disappointment
Self-confidence
Ability to cope with anger
Ability to cope with loneliness
Ability to cope with failure
Ability to cope with frustration.

Women rated themselves higher than men rated themselves on Ability to cope with sexual desire.

At least 80 percent of the women rated themselves as *good* or *excellent* relative to the following characteristics:

Ability to cope with responsibility
Integrity-living by values you have defined and believe in
Self-knowledge (values and beliefs)

Table 2.2 Self-Assessment of Personal Abilities and Attributes

ABILITIES/ATTRIBUTES	Poor N	Poor %	Fair N	Fair %	Good N	Good %	Excellent N	Excellent %	$\bar{X}$	S.D.	Rank order of the self-ratings: Women	Men	EOP	RA
Ability to cope with responsibility	27	1	207	11	1091	56	611	32	3.18	.67	1	1	1	1
Integrity-living by values you have defined and believe in	30	2	276	14	1072	55	559	29	3.12	.69	2	3	2	2
Self-knowledge (values and beliefs)	34	2	327	17	1088	56	494	25	3.05	.70	3½	4	4	3
Ability to cope with competition[1]											7	2	5	4
Women	28	3	198	23	494	58	135	16	2.86	.71				
Men	20	2	125	12	623	58	311	29	3.14	.68				
total	48	3	323	17	1117	58	446	23	3.01	.71				
Self-knowledge (strengths and weaknesses)	25	1	348	18	1199	62	369	19	2.99	.65	5	5½	6	5
Ability to cope with peer pressure	37	2	368	19	1166	60	374	19	2.97	.68	6	7	7	6
Ability to cope with sexual desire[1,2]											3½	10	3	7
Women	13	2	120	14	539	63	185	22	3.05	.64				
Men	39	4	222	21	648	60	174	16	2.88	.70				
EOP	4	2	25	13	106	57	52	28	3.10	.70				
RA	48	3	317	18	1081	62	307	18	2.94	.68				
total	52	3	342	18	1187	61	359	19	2.96	.68				
Ability to make decisions[1]											10	5½	8	8
Women	39	5	206	24	484	57	126	15	2.82	.73				
Men	35	3	196	18	602	55	254	23	2.99	.74				
total	74	4	402	21	1086	56	380	20	2.91	.74				
Self-acceptance[1]											8	8	9	9
Women	40	5	199	23	476	56	140	16	2.84	.75				
Men	31	3	214	20	620	57	220	20	2.95	.72				
total	71	4	413	21	1096	57	360	19	2.90	.73				

Ability to cope with anger
Ability to cope with loneliness
Ability to cope with failure
Ability to cope with frustration.

Admission Group

Students in the Educational Opportunity Program (EOP) and regular admissions students differed in their assessment of themselves on only one personal aspect. EOP students rated themselves higher on their Ability to cope with sexual desire. Of the EOP students, 28 percent rated themselves as *excellent;* 57 percent rated themselves as *good.* The corresponding percentages for the regular admissions students were 18 and 62.

SOCIAL ABILITIES

The freshman rated themselves high on the five social abilities described (Table 2.3). More that 80 percent rated themselves as *good* or *excellent* relative to the following abilities:

Understand others' values and accept others' differences
Establish and be comfortable with various degree of intimacy and trust in relationships
Make and honor commitments to a long-term relationship
Establish and maintain relationships that encourage the development and growth of each person
Relate well to others.

Sex

Men and women differed in their self-rating of only one social ability, the Ability to establish and maintain relationships that encourage the development and growth of each person. A quarter of the women rated themselves as *excellent,* while only a fifth of the men did so. Three-fifths of both groups rated themselves as *good.*

Table 2.3 Self-Assessment of Social Abilities

ABILITIES	Poor N	Poor %	Fair N	Fair %	Good N	Good %	Excellent N	Excellent %	$\bar{X}$	S.D.	Rank order of the self rating: Women	Men	EOP	RA
Understand others' values and accept others' differences	15	1	212	11	1130	58	586	30	3.18	.64	1	1	1	1
Establish and be comfortable with various degrees of intimacy and trust in relationships	42	2	271	14	1107	57	522	27	3.09	.70	2½	2½	2½	2½
Make and honor commitments to a long-term relationship	39	2	302	16	1054	54	545	28	3.09	.71	2½	2½	2½	2½
Establish and maintain relationships that encourage the development and growth of each person[1]											4	5	4	4
Women	5	1	128	15	513	60	210	25	3.08	.64				
Men	18	2	202	19	646	60	220	20	2.98	.67				
total	23	1	330	17	1159	60	430	22	3.03	.66				
Relate well to others	43	2	353	18	1111	57	434	22	3.00	.70	5	4	5	5

[1]Men and women differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

Admission Group

EOP and regular admissions students did not differ in their assessment of their social abilities.

INTELLECTUAL ABILITIES

The respondents were very positive in their self-appraisals of the eight intellectual abilities listed (Table 2.4). Nine-tenths of the freshmen rated themselves as *good* or *excellent* relative to their being Open to new ideas and experiences. Eight-tenths so responded regarding their being Able to apply knowledge to new situations. Six to seven-tenths responded similarly for the following abilities:

Critically analyze information
Integrate information into a meaningful concept
Recognize and accept complexity and ambiguity
Make commitments to ideas
Express ideas in writing
Express ideas orally.

Sex

Women and men differed in their self-assessment relative to five of the abilities. Men rated themselves higher than women rated themselves on their ability to:

Apply knowledge to new situations
Critically analyze information
Integrate information into a meaningful concept
Recognize and accept complexity and ambiguity
Express ideas orally.

Both women and men gave themselves their highest ratings on being Open to new ideas and experiences and being able to Apply knowledge to new situations and their lowest ratings on their Ability to express ideas orally.

Table 2.4 Self-Assessment of Intellectual Abilities and Attributes

ABILITIES	Poor N	Poor %	Fair N	Fair %	Good N	Good %	Excellent N	Excellent %	$\bar{X}$	S.D.	Rank order of the self ratings: Women	Men	EOP	RA
Open to new ideas and experiences[2]											1	1	1	1
EOP	1	<1	31	16	104	55	55	29	3.12	.68				
RA	9	<1	160	9	842	48	734	42	3.32	.66				
total	10	<1	191	10	946	49	789	41	3.30	.66				
Apply knowledge to new situations[1,2]											2	2	2	2
Women	10	1	168	20	557	65	117	14	2.92	.61				
Men	13	1	161	15	672	62	238	22	3.05	.64				
EOP	7	4	46	24	104	55	32	17	2.85	.73				
RA	16	1	283	16	1125	64	323	19	3.01	.62				
total	23	1	329	17	1229	64	355	18	2.99	.63				
Critically analyze information[1,2]											5	3	5	3
Women	22	3	275	32	459	54	98	12	2.74	.69				
Men	24	2	222	21	623	57	216	20	2.95	.70				
EOP	8	4	64	34	88	47	29	15	2.73	.77				
RA	38	2	433	25	994	57	285	16	2.87	.69				
total	46	2	497	26	1082	56	314	16	2.86	.70				
Integrate information into a meaningful concept[1,2]											6½	5	6	4½
Women	29	3	262	31	493	58	71	8	2.71	.66				
Men	29	3	238	22	639	59	181	17	2.89	.69				
EOP	10	5	63	34	96	51	19	10	2.66	.73				
RA	48	3	437	25	1036	59	233	13	2.83	.68				
total	58	3	500	26	1132	58	252	13	2.81	.69				
Recognize and accept complexity and ambiguity[1,2]											6½	4	7	4½
Women	40	5	249	29	487	57	78	9	2.71	.70				
Men	34	3	243	22	613	56	199	18	2.90	.72				
EOP	11	6	62	33	97	52	18	10	2.65	.73				
RA	63	4	430	25	1003	57	259	15	2.83	.71				
total	74	4	492	25	1100	57	277	14	2.81	.72				
Make commitments to ideas	75	4	480	25	1134	58	253	13	2.81	.70	3	6	3	6
Express ideas in writing	124	6	548	28	913	47	349	18	2.78	.82	4	7	4	7
Express ideas orally[1,2]											8	8	8	8
Women	70	8	311	36	398	48	115	14	2.61	.82				
Men	82	8	331	31	486	48	181	17	2.71	.83				
EOP	26	14	67	35	77	40	21	11	2.49	.86				
RA	126	7	575	33	767	44	275	16	2.69	.82				
total	152	8	642	33	844	44	296	15	2.67	.83				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

Admission Group

EOP and regular admissions students differed in their self-assessments of six of the eight intellectual abilities; for each, regular admissions students rated themselves higher than the EOP students rated themselves. These were:

Open to new idea and experiences
Apply knowledge to new situations
Critically analyze information
Integrate information into a meaningful concept
Recognize and accept complexity and ambiguity
Express ideas orally.

As with women and men, both EOP and regular admissions students rated themselves highest on their being Open to new ideas and experiences and being able to Apply knowledge to new situations and lowest on their Ability to express ideas orally.

ACADEMIC KNOWLEDGE

The freshmen appraised their knowledge in five general academic areas (Table 2.5):

Natural Sciences (chemistry/physics/biology/math/astronomy, etc.)
Humanities (philosophy/art/music/literature/religion/history, etc.)
Social Sciences (psychology/sociology/anthropology/education, etc.)
Business/industry/economics
Government/law/politics.

Their assessment of their knowledge in these areas was, with one exception, indicated to be lower than their assessment of their personal, social, and intellectual abilities and attributes. They rated themselves high in their knowledge of only one area - Natural Sciences; 70 percent rated themselves as *good* or *excellent*. Fewer students, 55 percent, responded similarly relative to their knowledge about the Humanities.

Considerably fewer students rated themselves as well regarding their knowledge of the Social Sciences; Business, industry, and economics; and Government, law, and politics. A tenth of the respondents rated their knowledge of the Social Sciences as *poor;* two-fifths indicated that it was *fair*. A sixth of the freshmen rated their knowledge of Business, industry, and economics,

Table 2.5 Self-Assessment of Knowledge in Five Academic Area

AREA	Poor N	Poor %	Fair N	Fair %	Good N	Good %	Excellent N	Excellent %	$\bar{X}$	S.D.	Rank order of the self-ratings: Women	Men	EOP	RA
Natural Sciences[1,2]											1	1	2	1
Women	88	10	252	29	393	46	123	14	2.64	.85				
Men	66	6	192	18	552	51	276	25	2.96	.82				
EOP	34	18	66	35	71	37	20	11	2.40	.90				
RA	120	7	378	22	874	50	379	22	2.86	.83				
total	154	8	444	23	945	49	399	21	2.82	.85				
Humanities											2	2	1	2
total	164	9	700	36	856	44	216	11	2.58	.80				
Social Sciences[2]											3	4	3½	3
EOP	27	14	87	46	63	33	12	6	2.32	.79				
RA	155	9	716	41	731	42	149	9	2.50	.77				
total	182	9	803	41	794	41	161	8	2.48	.78				
Business, Industry, Economics[1]											5	3	3½	4
Women	197	23	443	52	191	22	24	3	2.05	.75				
Men	102	9	421	39	446	41	116	11	2.53	.81				
total	299	15	864	45	637	33	140	7	2.32	.82				
Government, Law, Politics[1]											4	5	5	5
Women	183	21	460	54	188	22	23	3	2.06	.73				
Men	126	12	455	42	398	37	106	10	2.45	.82				
total	309	16	915	47	586	30	129	7	2.28	.81				

[1]Women and men differed significantly.

[2]EOP and regular admissions students differed sifnificantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

and of Government, law, and politics as *poor*, while nearly half (45 and 47 percent, respectively) indicated that their knowledge in these areas was *fair*.

Sex

Women and men differed in their assessment of their knowledge of the Natural Sciences; Business, industry, and economics; and Government, law, and politics. In each area, men indicated a higher self-assessment than did women. Three-quarters of the men, but only three-fifths of the women, rated their knowledge of Natural Sciences as either *good* or *excellent*. This was the area in which both women and men indicated that they were the most knowledgeable, although Humanities was a close second for women. Half of the men rated their knowledge of Business, industry, and economics as either *good* or *excellent* and forty-seven percent so responded regarding their knowledge of Government, law, and politics. Only a quarter of the women responded similarly for each of these two areas.

Admission Group

EOP and regular admissions students differed in their self-appraisals of their knowledge in two areas; regular admissions students rated themselves higher in their knowledge of both Natural and Social Sciences. Seven-tenths of the regular admissions students, but only half of the EOP students, rated their knowledge of Natural Sciences as *good* or *excellent*.

EOP students indicated that they were most knowledgeable in Humanities, while regular admissions students reported that they were most knowledgeable in Natural Sciences.

SUMMARY

Freshmen rated themselves highest on their openness, their understanding and acceptance of others, and their sense of responsibility. They also rated themselves high on their interpersonal abilities and their self-awareness. Ninety percent rated themselves as *excellent* (41 percent) or *good* (49 percent) relative to their Openness to new ideas and experiences. Nine-tenths of the respondents also rated themselves as *excellent* or *good* relative to their Ability to understand others' values and accept others' differences and their

Ability to cope with responsibility.

The respondents also rated themselves high on their interpersonal and social attributes and abilities. At least four-fifths assessed themselves as *good* or *excellent* in the following areas:

Establishing and being comfortable with various degrees of intimacy and trust in relationships
Making and honoring commitments to a long-term relationship
Establishing and maintaining relationships that encourage the development and growth of each person
Able to cope with competition
Relating well to others
Able to cope with peer pressure
Able to cope with sexual desire.

Regarding self-awareness, at least four-fifths of the sample rated themselves as *good* or *excellent* relative to:

Integrity-living by values you have defined and believe in
Self-knowledge (values and beliefs)
Self-knowledge (strengths and weaknesses).

The freshmen gave themselves poorest marks regarding their knowledge in social areas and their ability to cope with some forms of adversity. Over half of the respondents stated that their knowledge was either *poor* or *fair* in the following areas:

Government, law, and politics
Business, industry, and economics
Social Sciences.

A similar assessment of their knowledge of the Humanities was indicated by 45 percent of the sample.

Nearly half of the freshmen indicated that they had difficulty coping with various types of adversity. Between 45 and 50 percent of the students stated that their abilities were either *poor* or *fair* relative to:

Coping with frustration
Coping with failure
Coping with loneliness.

Sex

Men generally rated themselves better than the women rated themselves relative to their personal and intellectual abilities and their knowledge of the Natural Sciences; Business, industry, and economics; and Government, law, and politics. For the 20 items in these categories on which women and men differed, on 18 men gave themselves a higher rating than women gave themselves. In social skills, there was only one difference between the self-appraisals of women and men, and in that instance, women rated themselves better than men rated themselves.

These were two notable differences in the rank order of degree of excellence in women's and men's self-assessments of the 35 abilities and attributes. Men considered themselves better than women considered themselves, both relatively and absolutely, on their Ability to cope with competition. It ranked fourth for men and fourteenth for women. Women, however, rated themselves better than men rated themselves, both relatively and absolutely, on their Ability to cope with sexual desire. It ranked eighth[1] for the women and twenty-first for men.

Admission Group

Regular admissions students generally assessed their abilities and skills higher than EOP students assessed theirs, particularly relative to their intellectual abilities and their knowledge of both the Natural and Social Sciences. There was only one notable difference in the order of ratings for EOP and regular admissions students, regular admissions students rated themselves better than EOP students rated themselves, both relatively and absolutely, on their knowledge of the Natural Sciences. This area ranked eighteenth in degree of excellence for regular admission and twenty-eighth for EOP students.

[1]There was a two-way tie for eighth place for women.

CHAPTER III
IMPORTANCE OF POSSESSING VARIOUS ABILITIES, ATTRIBUTES, AND KNOWLEDGE

The students were asked how important it was to them to possess each of 30 abilities and attributes and knowledge in five general areas. Response options were on a four-point scale: *not at all, slightly, moderately,* and *very.*

PERSONAL CHARACTERISTICS

The freshmen indicated how important it was to them to possess each of 17 personal abilities and attributes (Table 3.1). All 17 were of considerable importance to the students, each being indicated by at least nine-tenths of the respondents to be *moderately* or *very* important to them to possess. The personal characteristics of most importance to the freshmen, indicated by at least 65 percent to be *very* important to them, were, in order of decreasing importance:

Self-confidence
Ability to cope with responsibility
Ability to make decisions
Self-acceptance
Self-discipline
Self-knowledge (values and beliefs)
Self-knowledge (strengths and weaknesses)
Integrity-living by values you have defined and believe in.

All the remaining abilities and attributes listed were indicated by at least half of the freshmen to be *very* important for them to possess.

Sex

Women and men differed in the importance they attributed to possessing 11 of the 17 abilities and attributes. Rated more important by the women as

Table 3.1 Importance to Respondents of Possessing Personal Abilities and Attributes

ABILITIES/ATTRIBUTES	Not at all		Slightly		Moderately		Very				Rank order of importance			
	N	%	N	%	N	%	N	%	X	S.D.	Women	Men	EOP	BA
Self-Confidence[1,2]											1½	1	5	1
Women	5	1	25	3	167	20	652	77	3.73	.54				
Men	3	<1	39	4	304	28	732	68	3.64	.57				
EOP	3	2	7	4	60	32	120	63	3.56	.64				
BA	5	<1	57	3	411	24	1264	73	3.69	.55				
total	8	<1	64	3	471	24	1384	72	3.68	.56				
Ability to cope with responsibility[1,2]											1½	2	6	2
Women	19	2	8	1	154	18	669	79	3.73	.59				
Men	19	2	35	3	292	27	739	68	3.61	.64				
EOP	3	2	13	7	50	27	122	65	3.55	.69				
BA	35	2	30	2	396	23	1286	74	3.68	.61				
total	38	2	43	2	446	23	1408	73	3.67	.62				
Ability to make decisions[1]											3½	3	1	3
Women	18	2	17	2	164	19	651	77	3.70	.61				
Men	19	2	46	4	319	29	700	65	3.57	.66				
total	37	2	63	3	483	25	1351	70	3.63	.64				
Self-acceptance[1]											3½	6	2½	5½
Women	10	1	29	3	172	20	644	75	3.70	.59				
Men	12	1	65	6	344	32	664	61	3.53	.66				
total	22	1	94	5	516	27	1308	67	3.60	.64				
Self-discipline[1]											8	4	2½	5½
Women	4	1	30	4	221	26	592	70	3.65	.57				
Men	4	<1	55	5	351	33	668	62	3.56	.61				
total	8	<1	85	4	572	30	1260	65	3.60	.59				
Self-knowledge (values and beliefs)[1,2]											5	6	7	4
Women	7	1	23	3	206	24	616	73	3.68	.57				
Men	4	<1	63	6	375	35	644	59	3.53	.62				
EOP	2	<1	13	7	71	38	103	55	3.46	.67				
BA	9	1	73	4	510	29	1157	66	3.61	.59				
total	11	1	86	4	581	30	1260	65	3.59	.60				

Self-knowledge (strengths and weaknesses)[1]											6	6	4	7
Women	13	2	16	2	210	25	610	72	3.67	.59				
Men	18	2	41	4	371	34	653	60	3.53	.65				
total	31	2	57	3	581	30	1263	65	3.59	.63				
Integrity-living by values you have defined and believe in[1,2]											7	8	8	8
Women	13	2	28	3	222	26	591	69	3.63	.63				
Men	20	2	77	7	360	33	628	58	3.47	.71				
EOP	5	3	14	7	68	36	103	54	3.42	.74				
RA	28	2	91	5	514	29	1116	64	3.55	.67				
total	33	2	105	5	582	30	1219	63	3.54	.68				
Ability to cope with failure[1,2]											9½	9	14½	9
Women	11	1	55	7	260	31	507	61	3.52	.68				
Men	21	2	80	8	384	36	570	54	3.43	.72				
EOP	7	4	29	16	71	39	77	42	3.19	.83				
RA	25	2	106	6	573	34	1000	59	3.50	.68				
total	32	2	135	7	644	34	1077	57	3.47	.70				
Ability to cope with disappointment[1,2]											9½	10	9	10
Women	17	2	37	4	287	34	512	60	3.52	.68				
Men	19	2	66	6	438	40	560	52	3.42	.69				
EOP	3	2	20	11	84	45	81	43	3.29	.72				
RA	33	2	83	5	641	37	991	57	3.48	.68				
total	36	2	103	5	725	37	1072	55	3.46	.68				
Ability to cope with anger[1,2]											11	16	16	11
Women	11	1	60	7	295	35	485	57	3.47	.68				
Men	19	2	109	10	425	39	529	49	3.35	.73				
EOP	6	3	31	17	75	40	76	40	3.18	.82				
RA	24	1	138	8	645	37	938	54	3.43	.70				
total	30	2	169	9	720	37	1014	53	3.41	.71				

Ability to cope with peer pressure[2]											12	11	10	12
EOP	6	3	22	12	76	41	82	44	3.26	.79				
RA	25	2	120	7	675	40	886	52	3.42	.69				
total	31	2	142	8	751	40	968	51	3.40	.70				
Ability to cope with sexual desire[2]											13	12	11	13½
EOP	7	4	24	13	72	39	82	44	3.24	.82				
RA	23	1	121	7	703	41	855	50	3.40	.68				
total	30	2	145	8	775	41	937	50	3.39	.70				
Ability to cope with competition[2]											14½	13½	12½	13½
EOP	7	4	22	12	85	45	76	40	3.21	.79				
RA	53	3	124	7	645	37	925	53	3.40	.75				
total	60	3	146	8	730	38	1001	52	3.38	.76				
Ability to cope with frustration[2]											14½	13½	14½	15
EOP	4	2	29	16	81	44	72	39	3.19	.77				
RA	41	2	135	8	665	38	906	52	3.39	.73				
total	45	2	164	9	746	39	978	51	3.38	.74				
Ability to cope with fear[2]											16½	16	12½	16½
EOP	5	3	22	12	88	48	70	38	3.21	.75				
RA	22	1	157	9	697	41	831	49	3.37	.70				
total	27	1	179	10	785	42	901	48	3.35	.71				
Ability to cope with loneliness[2]											16½	16	17	16½
EOP	3	2	29	16	86	47	66	36	3.17	.74				
RA	39	2	149	9	684	39	871	50	3.37	.73				
total	42	2	178	9	770	40	937	49	3.35	.74				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

a group than by the men were the eight listed above and:

Ability to cope with failure
Ability to cope with disappointment
Ability to cope with anger.

At least three-quarters of the women specified that the first four of the eight most important characteristics were *very* important to them to possess; the next four were indicated by at least seven-tenths to be *very* important. The first three most important characteristics were stated by at least two-thirds of the men to be *very* important for them to possess; the next five were indicated to be *very* important by at least six-tenths of the men.

Admission Group

Students in the Educational Opportunity Program (EOP) and regular admissions students differed in the degree of importance they attributed to possessing 13 of the 17 abilities and attributes. Possession of each of these 13 characteristics was indicated to be more important to the regular admissions students than to the EOP students:

Self-confidence
Ability to cope with responsibility
Self-knowledge (values and beliefs)
Integrity-living by values you have defined and believe in
Ability to cope with failure
Ability to cope with disappointment
Ability to cope with anger
Ability to cope with peer pressure
Ability to cope with sexual desire
Ability to cope with competition
Ability to cope with frustration
Ability to cope with fear
Ability to cope with loneliness.

The eight characteristics of most importance for the EOP students were the same as for the entire group. However, smaller proportions of the EOP students indicated that these characteristics were *very* important to them to possess. Sixty-three to 70 percent said it was *very* important to them to possess:

Ability to make decisions

Self-acceptance

Self-discipline

Self-knowledge (strengths and weaknesses)

Self-confidence

Ability to cope with responsibility.

Slightly over half noted it was *very* important to possess:

Self-knowledge (values and beliefs)

Integrity-living by values you have defined and believe in.

The remaing 9 characteristics were indicated to be *very* important to at least two-fifths (except one[1] - 36 percent) and *moderately* important to an additional two-fifths of the EOP students.

The abilities and attributes most important to the regular admissions students, each indicated to be *very* important to at least seven-tenths, were:

Self-confidence

Ability to cope with responsibility

Ability to make decisions.

Five attributes were indicated to be *very* important to about two-thirds of these students:

Self-knowledge (values and beliefs)

Self-acceptance

Self-discipline

Self-knowledge (strengths and weaknesses)

Integrity-living by values you have defined and believe in.

The remaining characteristics were indicated by between half and three-fifths of the regular admissions students to be *very* important to them to possess.

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[1]The exception was the Ability to cope with loneliness, indicated to be *very* important by 36 percent and *moderately* important by an additional 47 percent.

SOCIAL ABILITIES

The importance of their possessing each of five social abilities was indicated by the respondents (Table 3.2). The freshmen stated that all five social abilities listed were important to them to possess; each was indicated to be *moderately* or *very* important by at least nine-tenths of the respondents. Four abilities were noted by at least three-fifths to be *very* important:

Relate well to others
Establish and be comfortable with various degrees of intimacy and trust in relationships
Understand others' values and accept others' differences
Establish and maintain relationships that encourage the development and growth of each person,

The fifth characteristic - the Ability to make and honor commitments to a long-term relationship - was *very* important to over half of the respondents (56 percent).

Sex

Women and men differed in the importance they attributed to possessing all five of the social abilities. In each case women attributed more importance than did men to possessing the characteristic.

Four social abilities were indicated to be *very* important to seven-tenths to three-quarters of the women and be *moderately* or *very* important to at least 98 percent of the women:

Relate well to others
Establish and be comfortable with various degrees of intimacy and trust in relationships
Understand others' values and accept others' differences
Establish and maintain relationships that encourage the development and growth of each person.

The remaining characteristic - the Ability to make and honor commitments to a long-term relationship - was *very* important to about three-fifths of the women (63 percent) and *moderately* important to an additional three-tenths.

Men also indicated that the ability to Relate well to others was the most

Table 3.2 Importance to Respondents of Possessing Social Abilities

ABILITIES	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Very N	Very %	$\bar{X}$	S.D	Rank order of importance: Women	Men	EOP	RA
Relate well to others[1,2]											1	1	3	1
Women	2	<1	13	2	193	23	618	75	3.73	.49				
Men	6	1	39	4	331	32	670	64	3.59	.59				
EOP	1	1	14	8	66	37	99	55	3.46	.66				
RA	7	<1	38	2	458	27	1189	70	3.67	.54				
total	8	<1	52	3	524	28	1288	69	3.65	.56				
Establish and be comfortable with various degree of intimacy and trust in relationships[1,2]											2	2	2	2
Women	4	1	15	2	195	24	616	74	3.71	.52				
Men	4	1	44	4	391	37	612	58	3.53	.60				
EOP	1	1	10	5	75	41	98	53	3.47	.63				
RA	7	<1	49	3	511	30	1130	67	3.63	.56				
total	8	<1	59	3	586	31	1228	65	3.61	.57				
Understand others' values and accept others' differences[1]											3	3	1	3
Women	2	<1	10	1	225	27	594	72	3.70	.50				
Men	5	<1	53	5	395	37	602	57	3.51	.62				
total	7	<1	63	3	620	33	1196	63	3.59	.58				
Establish and maintain relationships that encourage the development and growth of each person[1,2]											4	4	4	4
Women	3	<1	16	2	220	27	590	71	3.69	.53				
Men	6	1	74	7	412	39	563	53	3.45	.65				
EOP	1	1	14	8	80	44	89	48	3.40	.65				
RA	8	<1	76	5	552	33	1064	63	3.57	.60				
total	9	<1	90	5	632	34	1153	61	3.56	.61				
Make and honor commitments to a long-term relationship[1,2]											5	5	5	5
Women	4	<1	56	7	249	30	520	63	3.55	.64				
Men	11	1	98	9	403	38	538	51	3.40	.70				
EOP	2	1	20	11	87	47	75	41	3.28	.70				
RA	13	1	134	8	565	33	983	58	3.49	.67				
total	15	1	154	8	652	35	1058	56	3.47	.68				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

important of the social abilities listed. Nearly two-thirds (64 percent) said that it was *very* important; and an additional third indicated it to be *moderately* important to possess. The four remaining characteristics were indicated to be *very* important to half to three-fifths of the men.

Admission Group

EOP and regular admissions students differed in the importance they attributed to possession of four of the five social abilities. Each was more important to the regular admission students than the EOP students. These were:

Relate well to others
Establish and be comfortable with various degrees of intimacy and trust in relationships
Establish and maintain relationships that encourage the development and growth of each person
Make and honor commitments to a long-term relationship.

The two groups did not differ in their ability to Understand others' values and accept others' differences.

Between half and three-fifths (63 percent) of the EOP students indicated that it was *very* important to them to possess the following abilities:

Understand others' values and accept others' differences
Establish and be comfortable with various degrees of intimacy and trust in relationships
Relate well to others
Establish and maintain relationships that encourage the development and growth of each person.

Of relatively less importance to these students, but still *very* important to two-fifths of the EOP students was the Ability to make and honor commitments to a long-term relationship.

Possession of all five social abilities was *very* important for 60 to 70 percent of the regular admissions students and their order of importance was the same as for the group as a whole (Table 3.2).

INTELLECTUAL ABILITIES

The freshmen indicated the importance to them of possessing each of the eight intellectual abilities and attributes listed (Table 3.3). They indicated that it was important to them to possess each of the eight intellectual characteristics; at least four-fifths indicated that each was *moderately* or *very* important to them. The attribute most important to the students to possess was being Open to new ideas and experiences; seven-tenths stated that it was very important to them to possess that characteristic.

Possession of five other abilities was indicated to be *very* important to half to three-fifths of the respondents:

Apply knowledge to new situations
Express ideas orally
Integrate information into a meaningful concept
Express ideas in writing
Critically analyze information.

Of slightly less importance, but still of importance were the abilities to:

Recognize and accept complexity and ambiguity.
Make commitments to ideas.

Both were indicated to be *very* important to possess by about 45 percent of the respondents; a similar percentage stated that they were *moderately* important.

Sex

Women and men differed in the importance they attributed to two of the intellectual characteristics. It was more important to women than to men to be Open to new ideas and experiences and to be Able to express ideas orally.

The intellectual attribute of most importance to both women and men was being Open to new ideas and experiences. It was *very* important to possess for three-quarters of the women and three-fifths of the men.

Admission Group

EOP and regular admissions students differed in the importance they attributed to six of the eight intellectual characteristics. All six were

indicated to be more important to possess for the regular admissions students than for the EOP students:

Open to new ideas and experiences
Apply knowledge to new situations
Express ideas orally
Integrate information into a meaningful concept
Critically analyze information
Make commitments to ideas.

As with women and men, both EOP and regular admissions students indicated that the most important intellectual attribute for them to possess was being Open to new ideas and experiences. It was *very* important to 55 percent of the EOP students and 69 percent of the regular admissions students.

Five characteristics were *moderately* or *very* important to at least nine-tenths of the EOP students and *very* important to at least two-fifths:

Express ideas in writing
Apply knowledge to new situations
Recognize and accept complexity and ambiguity
Express ideas orally
Integrate information into a meaningful concept.

The two remaining intellectual abilities were of slightly less importance to the EOP students. The abilities to Critically analyze information and to Make commitments to ideas were *very* important to possess for 38 and 32 percent of these students, respectively, and *moderately* important to 45 and 50 percent, respectively.

All eight characteristics were *moderately* or *very* important to at least four-fifths of the regular admissions students. The most important, as mentioned above, was being Open to new ideas and experiences. Five abilities were indicated by at least half of the regular students to be *very* important to them:

Apply knowledge to new situations
Express ideas orally
Integrate information into a meaningful concept
Express ideas in writing
Critically analyze information.

The two remaining abilities - Recognize and accept complexity and ambiguity

Table 3.3 Importance to Respondents of Possessing Intellectual Abilities and Attributes

ABILITIES	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Very N	Very %	$\bar{X}$	S.D.	Rank order of importance: Women	Men	EOP	RA
Open to new ideas and experiences[1,2]											1	1	1	1
Women	6	1	11	1	184	22	629	76	3.73	.52				
Men	4	<1	54	5	341	33	649	62	3.56	.61				
EOP	3	2	14	8	65	35	102	55	3.45	.71				
RA	7	<1	51	3	460	27	1176	69	3.66	.56				
total	10	1	65	4	525	28	1278	68	3.64	.58				
Apply knowledge to new situations[2]											2½	2	3	2
EOP	3	2	15	8	81	44	84	46	3.34	.70				
RA	5	<1	58	3	611	36	1021	60	3.56	.58				
total	8	<1	73	4	692	37	1105	59	3.54	.59				
Express ideas orally[1,2]											2½	3	5	3
Women	4	<1	41	5	289	35	494	60	3.54	.61				
Men	13	1	88	8	402	38	552	52	3.42	.70				
EOP	3	2	23	12	73	40	86	47	3.31	.75				
RA	14	1	106	6	618	36	960	57	3.49	.65				
total	17	1	129	7	691	37	1046	56	3.47	.66				
Integrate information into a meaningful concept[2]											4	4	6	4
EOP	2	1	18	10	89	48	75	41	3.29	.68				
RA	14	1	113	7	708	42	863	51	3.43	.65				
total	16	1	131	7	797	42	938	50	3.41	.66				

Express ideas in writing														
total	22	1	141	8	776	41	941	50	3.40	.68	5	5	2	6
Crtically analyze information[2]											6	6	7	5
EOP	0	0	31	17	84	45	70	38	3.21	.71				
RA	15	1	113	7	730	43	840	50	3.41	.65				
total	15	1	144	8	814	43	910	48	3.39	.66				
Recognize and accept complexity and ambiguity														
total	22	1	177	9	836	45	844	45	3.33	.69	7	7	4	7
Make commitments to ideas[2]											8	8	8	8
EOP	4	2	30	16	91	50	58	32	3.11	.75				
RA	22	1	169	10	741	44	761	45	3.32	.71				
total	26	1	199	11	832	44	819	44	3.30	.71				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

and Make commitments to ideas - were *very* important to about 45 percent of the regular admissions students.

ACADEMIC KNOWLEDGE

The freshmen indicated how important it was to them to possess knowledge in each of five general areas (Table 3.4). At least four-fifths indicated that it was *moderately* or *very* important to them to possess knowledge in each of these five area. Although the academic areas were important for the students, they were the least important of the four general areas considered.

Nearly half of the freshmen (47 percent) indicated that it was *very* important to them to possess knowledge in the Natural Sciences. Between 35 and 40 percent of the students stated that it was *very* important to possess knowledge in the following areas:

Social Sciences
Humanities
Government, law, and politics
Business, industry, and economics.

Sex

Women and men differed on the importance they attributed to two academic areas, and in a third area there was an interaction effect between sex and admissions groups.

It was more important to women than to men to possess knowledge of the Social Sciences, while knowledge of Business, industry, and economics was of more importance to men than to women. Knowledge of the Humanities was of most importance to women in the regular admissions program and of least importance to women in EOP. Men in the two admissions groups did not differ significantly in their responses.

The Humanities were the academic area of most importance to women as a group. Interestingly, this area was of most importance to women in the regular admissions program yet was one of the least important to women in EOP. Forty-six percent of the women in the regular admissions programs indicated that it was *very* important to possess knowledge in the Humanities; a similar

Table 3.4 Importance to Respondents of Possessing Knowledge in Five Academic Areas

AREA	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Very N	Very %	$\bar{X}$	S.D.	Rank order of importance: Women	Men	EOP	RA
Natural Sciences[2]											3	1	3	2
EOP	9	5	37	20	69	38	68	37	3.07	.88				
RA	43	3	232	14	611	36	809	48	3.29	.80				
total	52	3	269	14	680	36	877	47	3.27	.81				
Social Sciences[1]											2	4	1	3
Women	16	2	87	11	378	46	349	42	3.28	.73				
Men	25	2	193	18	475	45	361	34	3.11	.78				
total	41	2	280	15	853	45	710	38	3.19	.76				
Humanities[3]														
EOP														
Women	5	5	21	22	39	41	30	32	2.99	.86	5½		4	
Men	3	3	15	17	41	47	29	33	3.09	.79		5	2	
RA														
Women	3	<1	73	10	322	44	336	46	3.35	.67	1			1
Men	25	3	201	21	413	43	326	34	3.08	.80		6		6
total	36	2	310	17	815	43	721	38	3.18	.77				
Government, Law Politics[2]											4	3	6	4
EOP	14	8	45	24	79	42	49	26	2.87	.89				
RA	41	2	257	15	775	46	626	37	3.17	.77				
total	55	3	302	16	854	45	675	36	3.14	.78				
Business, Industry, Economics[1,2]											5½	2	5	5
Women	27	3	183	22	393	47	228	27	2.99	.79				
Men	18	2	144	14	457	43	434	41	3.24	.75				
EOP	8	4	37	20	89	48	50	27	2.98	.80				
RA	37	2	290	17	761	45	612	36	3.15	.77				
total	45	2	327	17	850	45	662	35	3.13	.78				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

[3]Interaction effects existed between sex and admission group.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

percentage (44 percent) stated it to be *moderately* important. Corresponding proportions for EOP women were one-third and two-fifths.

Possession of knowledge in three academic areas was indicated to be *moderately* or *very* important for at least four-fifths of the women. These areas were:

Social Sciences
Natural Sciences
Government, law, and politics.

The first two were considered to be *very* important by at least two-fifths of the women (42 and 47 percent, respectively), while the latter was indicated as *very* important to 36 percent.

All five academic areas were indicated to be *moderately* or *very* important to at least four-fifths of the men. The most important area for men was the Natural Sciences. Nearly half (47 percent) indicated that it was *very* important to possess knowledge in that area. Two-fifths of the men indicated that it was *very* important to them to possess knowledge of Business, industry, and economics. About a third of the men stated that it was very important to them to possess knowledge of: Government, law, and politics; the Social Sciences; and the Humanities.

Admission Group

EOP and regular admissions students differed on the importance they attributed to three academic areas. In a fourth, there was an interaction effect between sex and admissions group. It was more important to regular admissions students than to EOP students to possess knowledge in the following areas:

Natural Sciences
Government, law, and politics
Business, industry, and economics.

Possession of knowledge of the Humanities was of nearly equal importance to both the men in EOP and the men in the regular admissions programs. For women, however, knowledge in this area was of much more importance to those in the regular admissions program that to those in EOP.

EOP students indicated that the area in which it was most important

for them to possess knowledge was the Social Sciences. It was *very* important to two-fifths of these students and *moderately* important to slightly more. Possessing knowledge of Government, law, and politics was of the least importance to these students. It was *very* important to a quarter and *moderately* important to an additional two-fifths.

Possessing knowledge of the Humanities was both the most important and the least important area for regular admissions students. It was of most importance to female regular admissions students and of least importance to the men in the group. Nearly half of the former (46 percent) indicated that possessing knowledge in this area was *very* important to them, while only a third of the latter so responded.

SUMMARY

Of the 35 characteristics listed, the students stated that various personal and social attributes were of the most importance for them to possess. Least important, but still of importance, was the possession of knowledge in the five academic areas.

The personal characteristics of most importance to both women and men were:

Self-confidence
Ability to cope with responsibility
Self-acceptance
Ability to make decisions
Self-knowledge (values and beliefs)
Self-knowledge (strengths and weaknesses)
Self-discipline.

The intellectual and interpersonal abilities most important to women and men were:

Openness to new ideas and experiences
Relating well to others
Establishing and being comfortable with various degrees of intimacy and trust in relationships
Understanding others' values and accepting others' differences.

Sex

The above 11 personal, social, and intellectual characteristics, in addition to the Ability to establish and maintain relationships that encourage the development and growth of each person and Integrity-living by values you have defined and believe in - were *moderately* or *very* important for at least 70 percent of the women.

The same 11 characteristics, plus the Ability to apply knowledge to new situations, were also the most important abilities and attributes for men to possess, but were of less importance to men than to women. Each was, however, *moderately* or *very* important to nine-tenths of the men and *very* important to at least 57 percent.

Of all the characteristics considered, both women and men indicated that possessing knowledge in the five general areas was of the least importance. A quarter of the women stated that it was *not at all* or only *slightly* important for them to possess knowledge of Business, industry, and economics. A fifth of the women responded similarly regarding knowledge of Government, law, and politics, and Natural Sciences, while slightly over a tenth so responded relative to knowledge of the Social Sciences and Humanities and their Ability to make commitments to ideas.

A quarter of the men indicated that it was *not at all* or only *slightly* important for them to possess knowledge of the Humanities; a fifth so responded regarding, knowledge of the Social Sciences and Government, law, and politics; a sixth responded similarly relative to knowledge of Business, industry, and economics, and Natural Sciences.

Admission Group

It was of most importance to EOP students to possess the following personal attributes and abilities:

Ability to make decisions
Self-discipline
Self-acceptance
Self-knowledge (strengths and weaknesses)
Understanding others' values and accepting others' differences
Self confidence
Ability cope with responsibility.

Each was *moderately* or *very* important to about 95 percent of the EOP students (except for the last ability, to which 92 percent so responded), and

very important to at least 63 percent.

Of slightly less importance, but still *moderately* or *very* important to at least nine-tenths of the EOP Students, and *very* important to at least a half were a variety of personal, social, and intellectual characteristics:

Establishing and being comfortable with various degrees of intimacy and trust in relationships
Self-knowledge (values and beliefs)
Ability to relate well to others
Openness to new ideas and experiences
Integrity-living by values you have defined and believe in
Establishing and maintaining relationships that encourage the development and growth of each person
Ability to express ideas in writing.

These thirteen characteristics (excluding the Ability to express ideas in writing) plus the Ability to apply knowledge to new situations were also the most important for the regular admissions students to possess. All were *moderately* or *very* important to at least 93 percent, and *very* important to at least three-fifths.

Knowledge in the academic areas was of the least importance to both EOP and regular admissions students. Knowledge about Government, law, and politics was *not at all* or only *slightly* important to a third of these students. A fourth so responded regarding possessions of knowledge about:

Business, industry, and economics
Humanities
Natural Sciences.

Possession of knowledge in all five areas was of least importance to regular admissions students. Nearly a fifth (17 to 19 percent) indicated that it was *not at all* or only *slightly* important to possess knowledge in:

Business, industry, and economics
Government, law, and politics
Social Sciences
Humanities
Natural Sciences.

There were several interesting differences between the responses of EOP and regular admissions students. The Ability to cope with failure and the Ability to cope with anger were of more importance, both relatively and absolutely, to regular admissions students than to EOP students. The characteristics were ranked fifteenth and nineteenth (two-way tie) by regular admissions students and twenty-seventh and twenty-ninth, respectively, by EOP students.

The Ability to express ideas in writing and the Ability to recognize and accept complexity and ambiguity were of more relative importance to EOP students than to regular admissions students (they were of the same absolute importance to both groups). These attributes were ranked thirteenth (two-way tie) and sixteenth by EOP students and twenty-fourth and twenty-ninth, respectively, by regular admissions students.

CHAPTER IV

EXPECTED CONTRIBUTION OF THE COLLEGE EXPERIENCE TO THE STUDENTS' DEVELOPMENT

Freshmen were asked to what extent they expected their college experience to contribute to the enhancement of 30 aspects of their personal, social and intellectual development and their knowledge in five academic areas. Response options available were: *not at all, slightly, moderately,* and *greatly.*

PERSONAL CHARACTERISTICS

Students indicated how much they expected their college experience to contribute to 17 aspects of their personal development (Table 4.1). At least three-fifths expected college attendance to *moderately* or *greatly* enhance each of these personal characteristics. Their college experience was expected to contribute the most to their Ability to cope with responsibility and their Ability to make decisions. Nearly half the students (46 and 45 percent, respectively) expected college attendance to contribute *greatly* to improving each of these abilities; slightly fewer expected the contributions to be *moderate.*

The college experience was expected to contribute only slightly less to five other personal characteristics; each of the following was expected by about 85 percent of the respondents to be enhanced either *moderately* or *greatly* by college attendance:

Self-knowledge (strengths and weaknesses)
Self-discipline
Ability to cope with competition
Self-knowledge (values and beliefs)
Self-confidence.

Between seven-tenths and four-fifths of the students expected the college

Table 4.1 Expected Contributions of College Experience to Personal Abilities and Attributes

AREA	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Greatly N	Greatly %	$\bar{X}$	S.D.	Rank order of the expected contribution: Women	Men	BOP	RA
Ability to cope with responsibility[1]											1	1½	2	1
Women	12	1	72	9	327	39	418	50	3.39	.71				
Men	20	2	125	12	470	45	439	42	3.26	.74				
total	32	2	197	11	797	42	857	46	3.32	.73				
Ability to make decisions[1]											2	3½	3	2½
Women	18	2	63	8	352	42	397	48	3.36	.72				
Men	23	2	134	13	453	43	445	42	3.25	.76				
total	41	2	197	11	805	43	842	45	3.30	.74				
Self-knowledge (strengths and weaknesses)											4	3½	5	4
total	27	1	218	12	873	47	745	40	3.25	.71				
Self-discipline											5	6	8½	5
total	37	2	243	13	869	47	715	38	3.21	.74				
Ability to cope with competition[3]														
BOP														
Women	5	5	16	16	42	43	31	32	3.05	.84	10½		12	
Men	1	1	9	10	44	47	34	37	3.26	.68		1½	4	
RA											3			2½
Women	15	2	86	12	299	41	334	46	3.30	.75				
Men	24	3	150	16	443	46	346	36	3.15	.77		8½		7
total	45	2	261	14	828	44	745	40	3.21	.77				
Self-knowledge (values and beliefs)											6	7	10	6
total	34	2	266	14	923	49	660	35	3.17	.73				

Self-confidence[2]											7	8½	1	8
EOP	2	1	17	10	79	45	79	45	3.33	.69				
RA	38	2	243	14	870	52	531	32	3.13	.73				
total	40	2	260	14	949	51	610	33	3.15	.73				
Self-acceptance[2]											10½	11	6	10
EOP	1	1	24	13	89	48	71	38	3.24	.69				
RA	53	3	315	19	853	50	477	28	3.03	.77				
total	54	3	339	18	942	50	548	29	3.05	.76				
Ability to cope with disappointment[1]											8	14	13	10
Women	18	2	160	19	389	47	263	32	3.08	.77				
Men	35	3	221	21	522	50	275	26	2.99	.78				
total	53	3	381	20	911	48	538	29	3.03	.78				
Integrity-living by values you have defined and believe in[2]											12	12½	8½	12
EOP	4	2	25	13	85	46	72	39	3.21	.75				
RA	69	4	345	20	794	47	490	29	3.00	.81				
total	73	4	370	20	879	47	562	30	3.02	.81				
Ability to cope with failure[3]														
EOP														
Women	10	10	17	17	41	42	28	28	2.91	.94	14½		16½	
Men	1	1	13	14	41	44	35	38	3.22	.73		5	7	
RA														
Women	28	4	128	18	348	48	227	31	3.06	.80	9			9
Men	43	5	230	24	438	46	251	26	2.93	.82		16		14
total	82	4	388	21	868	46	541	29	2.99	.82				
Ability to cope with frustration											13	15	15	13
total	72	4	432	23	903	48	469	25	2.94	.79				
Ability to cope with peer pressure											14½	17	16½	15
total	111	6	421	23	863	46	478	26	2.91	.84				

Ability to cope with loneliness[3]														
EOP														
Women	10	10	24	24	37	38	23	23	2.78	.94	18		18	
Men	3	3	17	18	44	47	25	27	3.02	.78		12½	14	
RA														
Women	53	7	192	26	303	41	186	25	2.85	.88	16			16
Men	72	8	265	35	432	45	192	20	2.77	.85		19		18
total	138	7	498	27	816	44	426	23	2.82	.87				
Ability to cope with fear[3]														
EOP														
Women	15	15	22	22	38	39	21	21	2.68	.98	20		20	
Men	3	3	11	12	48	52	26	28	3.10	.74		10	11	
RA														
Women	59	8	193	26	325	45	154	21	2.79	.87	17			17
Men	64	7	299	31	419	44	178	19	2.74	.83		21		21
total	141	8	525	28	830	44	379	20	2.77	.86				
Ability to cope with sexual desire[1]														
Women	120	15	208	25	328	40	172	21	2.67	.96	21		21	
Men	93	9	250	24	456	43	251	24	2.82	.90		18		19
total	213	11	458	24	784	42	423	23	2.76	.93				
Ability to cope with anger											19	20	19	20
total	144	8	549	29	809	43	374	20	2.75	.86				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

[3]Interaction effects existed between sex and admission group.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

experience to contribute *moderately* or *greatly* to the improvement of the following personal characteristics:

Self-acceptance
Ability to cope with disappointment
Integrity - living by values you have defined and believe in
Ability to cope with failure
Ability to cope with frustration
Ability to cope with peer pressure.

College was expected to contribute the least to their:

Ability to cope with loneliness
Ability to cope with fear
Ability to cope with sexual desire
Ability to cope with anger.

The contribution was expected by about 65 percent of the students to be *moderate* or *great* in these four areas.

Sex

Women and men differed in the degree to which they expected their college experience to contribute to four of their personal abilities; there were sex-admissions group interactions on four other abilities. Women were more likely than men to expect their college experience to contribute to their:

Ability to cope with responsibility
Ability to make decisions
Ability to cope with disappointment

A larger proportion of men than women expected college to contribute to their Ability to cope with sexual desire.

Both women and men expected the greatest contribution from college to be the enhancement of their Ability to cope with responsibility and their Ability to make decisions. Men expected a similar contribution from their college experience to increasing their Self-knowledge (strengths and weaknesses), and men in EOP expected this degree of contribution to their Ability to cope with competition.

Admission Group

EOP and regular admission students differed in how much they expected their college experience to contribute to three of their personal characteristics and, as mentioned above and discussed below, there were interactions between sex and admissions groups for four additional abilities. EOP students expected a greater contribution from college than did regular admissions students to the enhancement of their:

Self-confidence
Self-acceptance
Integrity - living by values you have defined and believe in.

Regular admissions students expected college's greatest contribution to be to increase their Ability to cope with responsibility; 46 percent expected a *great* increase, while 42 percent expected the increase to be *moderate*. EOP students expected the same contribution relative to their Ability to cope with responsibility, but expected their college experience to contribute even more to increasing their Self-confidence. College was expected by 45 percent of these EOP students to *greatly* increase this attribute, while an additional 45 percent expected a *moderate* increase.

Sex-Admission Group Interactions

An interaction effect between sex and admissions group was noted for four characteristics:

Ability to cope with competition
Ability to cope with failure
Ability to cope with loneliness
Ability to cope with fear.

For the first characteristic, the greatest contribution was expected by the regular admissions women, while EOP women expected the least. Nearly half of the women in the regular admissions group (46 percent) expected college to contribute *greatly*, and two-fifths expected the contribution to be *moderate*. The corresponding percentages for EOP women were 32 and 43. Men in EOP had similar expectations as the regular admissions women, but slightly lower. The expectations of men in the regular admissions program were between those of the EOP men and women. For the remaining three characteristics, men in EOP expected college to contribute

the most, regular admissions women had lower expectations, and EOP women and regular admissions men had the lowest expectations.

SOCIAL ABILITIES

The students indicated how much they expected their college experience to contribute to each of the five social abilities listed (Table 4.2). More than four-fifths of the respondents expected their college experience to contribute *moderately* or *greatly* to their ability to:

Relate well to others
Understand others' values and accept others' differences
Establish and maintain relationships that encourage the development and growth of each person
Establish and be comfortable with various degrees of intimacy and trust in relationships.

Slightly fewer, but still a substantial portion of the freshmen (three-fourths), expected a similar contribution to their Ability to make and honor commitments to a long-term relationship.

All groups (women, men, EOP, and regular admissions students) expected their college experience to contribute least to increasing their Ability to make and honor commitments to a long-term relationship.

Sex

Women and men differed in the degree to which they expected college to contribute to two of their social abilities, and there was an interaction effect on a third. Women expected more from college than men did regarding the improvement of their Ability to understand others' values and accept others' differences and their Ability to establish and maintain relations that encourage the development and growth of each person.

Men expected the greatest contribution of their college experience to increasing their social skills would be to increase their Ability to relate well to others; nine-tenths anticipated the contribution to be either *moderate* or *great*. Women expected the same contribution of college to this social ability

Table 4.2 Expected Contribution of the College Experience to Social Abilities

ABILITIES	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Greatly N	Greatly %	$\bar{X}$	S.D.	Rank order of the expected contribution: Women	Men	EOP	RA
Relate well to others											2	1	1	1
total	13	1	189	10	878	47	784	42	3.31	.68				
Understand others' values and accept others' differences[1]											1	2	2	2½
Women	9	1	76	9	382	46	357	43	3.32	.68				
Men	16	2	162	16	498	48	370	35	3.17	.74				
total	25	1	238	13	880	47	727	39	3.24	.72				
Establish and maintain relationships that encourage the development and growth of each person[1]											3	3	3	4
Women	18	2	82	10	388	47	340	41	3.27	.72				
Men	19	2	162	15	526	50	347	33	3.14	.73				
total	37	2	244	13	914	49	687	37	3.20	.73				
Establish and be comfortable with various degrees of intimacy and trust in relationships[3]														
EOP														
Women	4	4	16	16	48	49	27	28	3.03	.79	5		5	
Men	1	1	19	20	39	42	32	34	3.12	.77		4	4	
RA														
Women	16	2	79	11	348	48	289	40	3.24	.73	4			2½
Men	22	2	163	17	482	50	297	31	3.09	.75		5		5
total	43	2	277	15	917	49	645	34	3.15	.75				
Make and honor commitments to a long-term relationship											6	6	6	6
total	79	4	389	21	865	46	547	29	3.00	.82				

[1]Men and women differed significantly.

[3]Interaction effects existed between sex and admission group.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

but expected college to contribute even more to increasing their Ability to understand others' values and accept others' differences.

Admission Group

Both EOP and regular admissions students expected college's greatest contribution to their social abilities to be to increase their ability to Relate well to others and their Ability to understand others' values and accept others' differences.

Sex-Admission Group Interactions

There was an interaction effect between sex and admissions group relative to the contribution of college to the promotion of one's Ability to establish and be comfortable with various degree of intimacy and trust in relationships. Nine-tenths of the women in the regular admissions group expected the contribution from their college experiences to be *moderate* or *great*. Students in the remaining sex-admissions groups expected college to be a somewhat less but still a substantial contributing factor to increasing this ability. Four-fifths of each of these groups expected the contribution to be *moderate* or *great*.

INTELLECTUAL ABILITIES

The respondents expected a considerable contribution from their college experience to the enhancement of the eight intellectual abilities listed (Table 4.3). At least nine-tenths of the respondents expected college to contribute *moderately* or *greatly* to each of six abilities:

Apply knowledge to new situations
Open to new ideas and experiences
Critically analyze information
Integrate knowledge into a meaningful concept
Express ideas in writing
Recognize and accept complexity and ambiguity.

Slightly fewer (87 and 82 percent) had similar expectations for the promotion of their Ability to express ideas orally and their Ability to make commitments to ideas.

Table 4.3 Expected Contribution of the College Experience to Intellectual Abilities and Attributes

ABILITIES	Not at all N	%	Slightly N	%	Moderately N	%	Greatly N	%	$\bar{X}$	S.D.	Rank order of the expected contribution: Women	Men	EOP	BA
Apply knowledge to new situations											2	2	2	2
total	13	1	148	8	828	44	895	48	3.38	.66				
Open to new ideas and experiences[3]														
EOP														
Women	1	1	13	13	36	37	43	44	3.30	.75	5½		5½	
Men	2	2	5	5	33	35	47	51	3.44	.71		1	1	
BA														
Women	4	1	46	6	270	37	411	56	3.49	.64	1			1
Men	17	2	107	11	406	42	434	45	3.30	.73		5½		5½
total	24	1	171	9	745	40	935	50	3.38	.70				
Critically analyze information											3	3	3	3
total	12	1	147	8	892	47	829	44	3.35	.65				
Integrate knowledge into a meaningful concept											4	4	4	4
total	14	1	150	8	900	48	815	43	3.34	.66				
Express ideas in writing											5½	5½	5½	5½
total	27	1	195	10	850	45	808	43	3.30	.71				
Recognize and accept complexity and ambiguity											7	7	7	7
total	22	1	202	11	906	48	744	40	3.27	.69				
Express ideas orally											8	8	8	8
total	30	2	218	12	865	46	763	41	3.26	.72				
Make commitments to ideas											9	9	9	9
total	45	2	291	16	916	49	624	33	3.13	.75				

[3]Interaction effects existed between sex and admission group.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

Sex-Admission Group Interaction

There was an interaction effect between sex and admissions group relative to college's contribution to one of the intellectual abilities - Openness to new ideas and experiences. Women in the regular admissions program and men in EOP expected the greatest contribution of their college experience to intellectual skills to be to increase their Openness to new ideas and experiences. Over half of each group (56 and 54 percent, respectively) expected college to contribute *greatly* in this area. The contribution expected by EOP women and regular admissions women was substantially less; 46 and 45 percent, respectively, expected a similar contribution.

ACADEMIC KNOWLEDGE

The freshmen expected their college experience to contribute substantially to increasing their knowledge in all five academic areas listed (Table 4.4). The greatest contribution was expected to be to their knowledge of the Natural Sciences; over half (53 percent) expected their college experience to contribute *greatly*, an additional third expected the contribution to be *moderate*. Two-fifths expected college to contribute *greatly* to their knowledge of the Social Sciences: slightly more (43 percent) expected a *moderate* contribution. The contribution to their knowledge of the three remaining areas was expected by four-fifths of the students to be *moderate* or *great*. These areas were:

Humanities
Government, law, and politics
Business, industry, and economics.

Sex

Both women and men expected the greatest contribution of their college experience to academic knowledge to be in the Natural Sciences. However, they differed in the degree to which they expected their college experience to contribute to their knowledge in the four remaining areas.

Women expected more from college than did men regarding its contribution to their knowledge of the Social Sciences and Humanities. Nine-tenths of the

Table 4.4 Expected Contribution of the College Experience to Knowledge in Five Academic Areas

AREAS	Not at all N	Not at all %	Slightly N	Slightly %	Moderately N	Moderately %	Greatly N	Greatly %	$\bar{X}$	S.D.	Rank order of the expected contribution: Women	Men	EOP	RA
Natural Sciences[2]											1	1	2	1
EOP	7	4	22	12	82	44	74	40	3.21	.79				
RA	40	2	209	12	529	31	919	54	3.37	.79				
total	47	3	231	12	611	33	993	53	3.36	.79				
Social Sciences[1]											2	4	1	2
Women	16	2	82	10	356	43	371	45	3.31	.73				
Men	24	2	185	18	446	42	398	38	3.16	.79				
total	40	2	267	14	802	43	769	41	3.23	.77				
Humanities[1]											3	5	3	3
Women	8	1	84	10	401	49	329	40	3.28	.68				
Men	14	1	213	20	472	45	353	34	3.11	.76				
total	22	1	297	16	873	47	682	36	3.18	.73				
Government, Law and Politics[1]											4	3	4	4
Women	35	4	139	17	393	48	254	31	3.06	.80				
Men	18	2	179	17	467	44	389	37	3.17	.76				
total	53	3	318	17	860	46	643	34	3.12	.78				
Business, Industry, and Economics[1]											5	2	5	5
Women	30	4	188	23	359	44	247	30	3.00	.82				
Men	16	2	174	17	456	43	404	39	3.19	.76				
total	46	3	362	19	815	44	651	35	3.11	.79				

[1]Men and women differed significantly.

[2]EOP and regular admissions students differed significantly.

Note: Statistical differences among the mean responses of a) women and men and b) admission groups were analyzed by analysis of variance techniques.

women expected their college experience to contribute *moderately* or *greatly* to their knowledge in these areas, while only four-fifths of the men did.

Men, however, expected a greater contribution than did women from their college experience to their knowledge of Business, industry, and economics and their knowledge of Government, law, and politics. Nearly two-fifths of the men (39 and 37 percent, respectively) expected the contribution to be *great*, while only three-tenths of the women so responded.

Admission Group

EOP and regular admissions students differed in the degree to which they expected their college experience to contribute to their knowledge of the Natural Sciences. Regular admissions students expected a greater contribution than did the EOP students. Over half of the former (54 percent) expected their college experience to contribute *greatly;* only two-fifths of the EOP students had similar expectations.

EOP students expected the greatest contribution of their college experience to their academic knowledge to be to increase their knowledge of the Social Sciences. Regular admissions students had similar expectations regarding college's contribution to their knowledge of the Social Sciences, but expected a greater contribution to their knowledge of the Natural Sciences.

SUMMARY

Freshmen expected their college experience to contribute substantially to several aspects of their development. They expected college to contribute the most to their intellectual abilities, their knowledge of a few academic areas, and several of their personal and social abilities. Over half expected college to contribute *greatly* to their knowledge of the Natural Sciences: an additional third expected the contribution to be *moderate*. At least nine-tenths of the students expected college to contribute *moderately* or *greatly* to enhancing the following intellectual abilities:

Openness to new ideas and experiences
Ability to apply knowledge to new situations
Ability to critically analyze information

Ability to integrate information into a meaningful concept
Ability to express ideas in writing.

Nine-tenths of the women expected college to contribute similarly to their knowledge of the Social Sciences, while nearly the same proportions of men (88 and 87 percent, respectively) expected such a contribution to their Ability to recognize and accept complexity and ambiguity and their Ability to express ideas orally.

The college experience was also expected by at least nine-tenths of the students to contribute *greatly* or *moderately* to several of their personal and interpersonal abilities:

Ability to cope with responsibility
Ability to make decisions
Ability to relate well with others.

Women expected a similar contribution to their Ability to understand others' values and accept others' differences, while men expected the same degree of contribution to their Self-knowledge (strengths and weaknesses).

Students expected the contribution of their college experience to be least toward improving various aspects of their coping behavior:

Ability to cope with sexual desire
Ability to cope with anger
Ability to cope with fear
Ability to cope with loneliness.

Two-fifths of the women and a third of the men expected their college experience to contribute either *not at all* or only *slightly* to improving their Ability to cope with sexual desire; about a third of both women and men (33 to 37 percent) responded similarly to the three other coping abilities.

The largest differences in expectations of women and men, both in absolute terms and rank ordering, were in the contribution of college to their knowledge of the Humanities and Business, industry, and economics. Nine-tenths of the women expected college to contribute *greatly* or *moderately* to their knowledge of Humanities (it was ranked twelfth in expected contribution); eight-tenths of the men responded similarly (it was ranked twenty-third in expected contribution).

Over four-fifths of the men, however, expected college to contribute *moderately* or *greatly* to their knowledge of Business, industry, and economics

(it was ranked fourteenth), while three-quarters of the women responded in this manner (it was ranked twenty-seventh - a two-way tie).

Admission Group

EOP and regular admissions students differed in only four of their expectations. EOP students expected a greater contribution from their college experience than did regular admissions students to increasing their:

Self-confidence

Self-acceptance

Integrity-living by values you have defined and believe in.

At least four-tenths of the EOP students expected college to contribute *greatly* to the enhancement of each of these personal characteristics, while only three-tenths of the regular admissions students so responded.

The expected contributions of college to these three personal abilities were also ranked quite differently by the two groups. The three were ranked fifth, thirteenth (two-way tie), and seventeenth (two-way tie), respectively, by EOP students, and twenty-first (two-way tie), twenty-fifth (two-way tie), and twenty-seventh (two-way tie), by the regular admissions students.

Regular admissions students, however, had higher expectations than did EOP students regarding the contribution of their college experience to increasing their knowledge of Natural Sciences. Over half (54 percent) of the regular admissions students expected college to contribute *greatly*, while only two-fifths of the EOP students responded in this manner. College's expected contribution to increasing knowledge of this area was ranked third by the regular admissions students, while it was ranked seventeenth (two-way tie) by EOP students.

CHAPTER V

SELF-RATINGS, IMPORTANCE OF POSSESSION, AND EXPECTED CONTRIBUTIONS

Comparisons were made among the responses to the three sets of questions to determine the relationships among: the students' ratings of their present abilities, attributes, and knowledge; the importance to the students of possessing each; and the degree of contribution to each expected from their college experience.

IMPORTANCE OF POSSESSION AND EXPECTED CONTRIBUTION OF THE COLLEGE EXPERIENCE

Freshmen expected their college experience to contribute to the enhancement of many of the abilities and attributes that they considered most important to possess. Four of the eight characteristics of most importance to both women and men were among those which the freshmen expected to be most enhanced by their college experience. They were:

Ability to cope with responsibility
Ability to relate well to others
Ability to make decisions
Openness to new ideas and experiences.

Women and men also expected their college experience to increase their Ability to apply knowledge to new situations, an ability that they considered to be very important to possess. It was of the same absolute importance for women and men but was relatively more important to men - ranking fifteenth (two-way tie) in order of importance for women and seventh for men.

The attribute of most importance to both women and men to possess, Self-confidence, was expected to be enhanced by their college experience, but the contribution was less than that expected by regular admissions students for over half of the characteristics. EOP students did, however, expect a much

greater contribution from their college experience to the improvement of Self-confidence than did regular admissions students.

Self-acceptance, Self-discipline, and Self-knowledge (values and beliefs), three other characteristics that freshmen indicated to be important for them to possess, were not expected to be as enhanced by college as the other characteristics. EOP students expected their college experience to contribute more (both relatively and absolutely) to increasing their Self-acceptance than did the regular admissions students.

For several of the characteristics, women and men differed regarding the importance of possession and/or the expected contributions of their college experience. Self-knowledge (strengths and weaknesses) was very important for the members of both sexes to possess, but men had relatively higher expectations than did women regarding the contribution of college to this attribute. On the other hand, both women and men placed a great deal of importance on possessing the Ability to understand others' values and accept others' differences, but women expected college to contribute more to this characteristic than did the men (both relatively and absolutely).

Women, more so than men, also placed a great deal of importance on possessing ability to:

> Establish and be comfortable with various degrees of intimacy and trust in relationships
>
> Establish and maintain relationships that encourage the development and growth of each person.

Neither women nor men, however, expected college to contribute as much to the enhancement of these abilities as to the enhancement of the other characteristics.

While the freshmen expected their college experience to contribute to the enhancement of many of the characteristics that they thought were important to possess, they also expected substantial contributions to abilities that they considered less important. Not surprising, the students expected college to contribute a great deal to several of the intellectual abilities that were important to them to possess, but were relatively less important than the personal and social characteristics. These intellectual abilities were:

> Apply knowledge to new situations (it was of relatively more importance to men than women to possess this ability)

Critically analyze information
Integrate information into a meaningful concept
Express ideas in writing.

Students in the regular admissions program expected college would contribute a great deal to increasing their knowledge of the Natural Sciences, knowledge which they indicated to be of less importance than non-academic aspects of development.

SELF-ASSESSMENT AND IMPORTANCE OF POSSESSION

The freshmen gave themselves relatively high ratings on many of the characteristics that they indicated to be important to possess. They rated themselves high on those intellectual and social abilities that they indicated were of most importance for them to possess:

Openness to new ideas and experiences
Ability to understand others' values and accept others' differences
Ability to relate well to others.

For two social abilities indicated to be more important to possess by women than men, both women and men rated themselves high:

Establish and be comfortable with various degrees of intimacy and trust in relationships
Establish and maintain relationships that encourage the development and growth of each person.

For several personal attributes indicated to be relatively important to possess, students rated themselves high:

Ability to cope with responsibility
Self-knowledge (values and beliefs)
Self-knowledge (strengths and weaknesses).

The Ability to make decisions was also very important for both women and men to possess, but men gave themselves better self-ratings on that attribute than did women. Integrity was very important to women to possess (more important

both relatively and absolutely than to men), but both women and men rated themselves high on that characteristic.

Three personal characteristics were indicated to be important to possess, but the students rated themselves as relatively poor in their development. These were:

Self-confidence
Self-acceptance
Self-discipline.

There were also several personal characteristics on which freshmen rated themselves high that were indicated to be relatively unimportant to possess. Students, particularly men, rated themselves high on their Ability to cope with competition, yet neither women nor men indicated that ability was very important to possess. Women rated themselves high on their Ability to cope with sexual desire, but neither women nor men indicated that it was very important to possess.

CONCLUSIONS

Freshmen rated themselves highest on their Openness to new ideas and experiences, their Ability to cope with responsibility, their Integrity, and the following social abilities:

Understanding others' values and accepting others' differences
Establishing and being comfortable with various degrees of intimacy and trust in relationships
Making and honoring commitments to a long-term relationship
Establishing and maintaining relationships that encourage the development and growth of each person
Relating well to others.

They gave their lowest self-ratings to their knowledge in all academic areas except the Natural Sciences and to their ability to cope with various adversities: Frustration, Failure, and Loneliness.

The characteristics freshmen considered of most importance for them to possess were Self-confidence, the Ability to cope with responsibility, the Ability to relate well to others, and Openness to new ideas and experiences. Of least importance to possess was knowledge in the five academic areas:

Natural Sciences
Social Sciences
Humanities
Government, law, and politics
Business, industry, and economics.

Students expected their college experience to contribute most to enhancing their intellectual abilities:

Apply knowledge to new situations
Open to new ideas and experiences
Critically analyze information
Integrate knowledge into a meaningful concept;

their knowledge of the Natural Sciences; and three personal and social abilities:

Ability to cope with responsibility

Ability to relate well to others

Ability to make decisions.

College was expected to contribute the least to their abilities to cope with Anger, Sexual desire, Fear, and Loneliness.

Students generally expected their college experience to contribute most to those aspects of their development that were of greatest importance for them to possess. There were, however, three exceptions:

Self-confidence

Self-discipline

Self-acceptance.

These three attributes were of great importance to the students, but the freshmen gave themselves relatively low self-ratings and expected the college experience to contribute to a smaller extent than to the other characteristics.

These students will be surveyed later during their college experience in order to study the development of their self-awareness and priorities and the facets of their development to which the college experience does and does not contribute.